



Ohio PBIS Network

FACT SHEET

Facts about the Implementation of
Positive Behavioral Interventions & Supports (PBIS) in Ohio

At the Ohio PBIS Network, our mission is to advocate for the adoption and implementation of the PBIS framework in the teaching of social competencies and development of safe and effective school environments...

Contact your **State Support Team** or **Educational Service Center** serving schools in your county for the regional consultants who can assist you with PBIS implementation!

What is PBIS?

Positive Behavioral Interventions & Supports (PBIS) is an *implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional and behavioral competence of all students.*

(PBIS.org, National Technical Assistance Center on PBIS, June, 2018)

Essential Components of PBIS

Clear Expectations

School communities identify 3 to 5 (2 to 3 for early childhood) school-wide overarching behavioral expectations that align with the mission of the school and guide behavior for all settings and situations for staff and students.

Comprehensive Instruction

Systematic, explicit instruction is provided on the school-wide expectations along with opportunities to practice and receive feedback on the expected behaviors for each area of the school setting.

Consistent Systems of Acknowledging and Correcting Behaviors

Consistent striving for a 5 to 1 ratio in acknowledging expected behaviors and correcting challenging behaviors is provided through:

- ✓ active supervision
- ✓ proactive scheduling
- ✓ logical consequences and reteaching
- ✓ clear procedures for responding to behaviors
- ✓ supportive environments designed to eliminate behavior triggers

Supportive Structure

Districtwide and schoolwide systems are created to enable accurate and sustained implementation of practices. Teams use data to make decisions as they focus on developing an infrastructure in schools that provides effective academic and behavioral multi-tiered systems of support for all students. Progress monitoring completed for fidelity and target outcomes.

Community Connections

With administrative commitment and involvement, schools and districts utilize team-based structures to focus on building positive relationships among all stakeholder groups, to ensure consistent implementation of culturally responsive practices.

Why Implement PBIS?

- Reduction in challenging behavior
- Increased academic performance
- Improved perception of safety
- Reduction in bullying behaviors
- Increased administrator time for instructional leadership
- Reduction in staff turnover
- Increased perception of teacher efficacy
- Improved social-emotional competence
- Increased positive school climate and culture

(Horner, 2013)

A Multi-Tiered System of Support Framework (The three tiers of PBIS)

Tier 1 Universal Prevention (all)

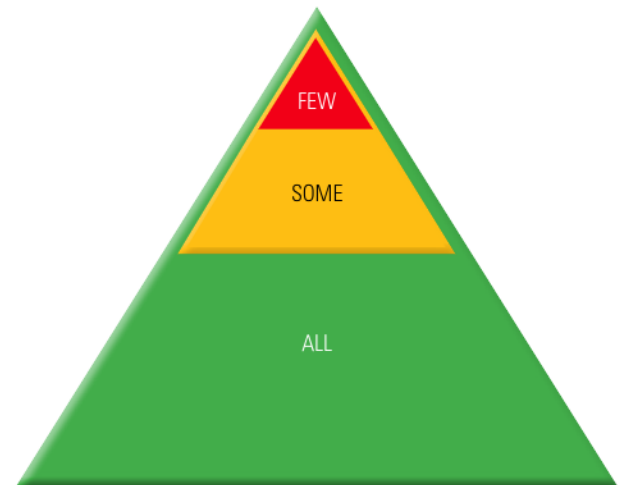
Tier 1 supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and prevent future problems.

Tier 2: Targeted Prevention (Some)

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

Tier 3: Intensive Individualized Prevention (Few)

Tier 3 supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Students' plans often include goals related to both academics as well as behavior support.



Integrating Initiatives for a Safe and Positive School Climate

District Leadership Teams use the Ohio Improvement Process (OIP) to design and implement schoolwide PBIS. In a PBIS school, the school administrator is then also collaborating to:

- ✓ Prevent bullying;
- ✓ Improve classroom management practices;
- ✓ Ensure student safety (preventing and reducing restraint and seclusion)
- ✓ Promote a positive school climate that improves outcomes for **all** students.

Consistent with Ohio law, the PBIS Network envisions all Ohio schools will implement PBIS as an effective and proactive framework for improving safety, social competence and academic achievement for all students.